

THREE WEEKS CLINICAL TEACHING PROGRAMME FOR 4TH YEAR MBBS 2025-26

	Day	Topics	Specific Learning Objectives			Cognition			Psychomotor		Attitude		MOT/MIT	Facilitators
			Cognition	Skill	Attitude	C 1	C 2	C3	P1	P2	A1	A2		
Day 1	Monday	Introduction of the Institute Introduction to the clinical attachment Allocation to groups Distribution of the history books	Student should be aware of the most common presentation of psychiatric illnesses in outpatient and inpatient departments.			√	√						Case observation in class room	Professor Asad Tamizuddin Nizami Dr Mahmood Ali Khan Dr Azfar Maqsood
Day 2	Tuesday	History taking & demonstration of history taking in psychiatric patients	The student should be able to: Discuss the predisposing, precipitating and maintaining factors in terms of bio-psycho-social model Discuss the differential diagnosis Enlist differential diagnosis with rationale	The student should be able to: Be able to elicit characteristic symptoms and signs of psychiatric illnesses Demonstrate the history taking skills	Take Consent for History & Physical Examination with empathy		√	√		√		√	Case observation in Ward SGD	Professor Asad Tamizuddin Nizami Dr Muhammad Kashif Dr Sara Afzal
Day 3	Wednesday	Mental state examination Review history taking and mental state examination Demonstration of MSE	The student should be able to: Discuss the differential diagnosis based on psychopathology found in mental state examinations	The student should be able to: Be able to elicit relevant psychopathology in patients suffering from psychiatric illnesses	Take Consent for MSE with empathy									Professor Asad Tamizuddin Nizami Dr Muhammad Azeem Rao Dr Zona Tahir

Day 4	Thursday	Approach to a patient of Stress related disorders	<p>The student should be able to:</p> <p>Enlist types of stress related disorders</p> <p>Define the ICD 11 diagnostic criteria all stress related disorders</p> <p>Discuss the etiology in terms of bio-psycho-social factors</p> <p>Discuss the brief management plan</p>	<p>The student should be able to:</p> <p>Conduct a safe interview with non-confrontational questioning</p> <p>Elicit the symptoms of Stress related disorders</p> <p>Assess possible risk of harm to self and others</p>	<p>The student should be able to:</p> <p>Take Consent for History, Physical Examination and MSE with empathy</p> <p>Provide informational care to the patient and the family with sensitivity</p> <p>Establish rapport with sensitivity and psycho educate the patient and the care giver about the course and prognosis of illness</p>										Professor Asad Tamizuddin Nizami Dr Sadia Yasir Dr Mehboob Ali Shah
Day 5	Monday	Approach to a patient of Anxiety Disorders/ OCD	<p>The student should be able to:</p> <p>Define the ICD 11 diagnostic criteria of OCD and Anxiety disorders</p> <p>Able to differentiate it from anxiety related to organic disorders</p> <p>Discuss the etiology in terms of bio-psycho-social factors</p> <p>Enlist differential diagnosis with rationale</p> <p>Discuss the brief management plan</p>	<p>The student should be able to:</p> <p>Conduct a safe interview with non-confrontational questioning</p> <p>Elicit the symptoms of Anxiety-disorders/ OCD</p> <p>Assess possible risk of harm to self and others</p>	<p>The student should be able to:</p> <p>Take Consent for History, Physical Examination and MSE with empathy</p> <p>Provide informational care to the patient and the family with sensitivity</p> <p>Establish rapport with sensitivity and psycho educate the patient and the care giver about the Dr course and prognosis of illness</p>										Professor Asad Tamizuddin Nizami Dr Mahmood Ali Khan Dr Azfar Maqsood
Day 6	Tuesday	Approach to a patient of Depressive Disorder	<p>The student should be able to:</p> <p>Classify depressive illness (Mild, Moderate and Severe)</p> <p>Enlist differential diagnosis with rationale</p> <p>Discuss the brief management plan</p>	<p>Conduct a safe interview with non-confrontational questioning</p> <p>Elicit the symptoms of Depression</p> <p>Assess possible risk of harm to self and others</p>	<p>Take Consent for History, Physical Examination and MSE with empathy</p> <p>Provide informational care to the patient and the family with sensitivity</p> <p>Establish rapport with sensitivity and psycho educate the patient and the care</p>		✓		✓		✓				Professor Asad Tamizuddin Nizami Dr Muhammad Kashif Dr Sara Afzal

					giver about the course and prognosis of illness									
Day 7	Wednesday	Approach to a patient of Bipolar Affective Disorder	<p>The student should be able to:</p> <p>Identify the common presentations of Mania/ Depressive Symptoms</p> <p>Discuss the etiology in terms of bio-psycho-social factors</p> <p>Enlist differential diagnosis with rationale and devise a management plan</p>	<p>The student should be able to:</p> <p>Conduct a safe interview with non-confrontational questioning</p> <p>Elicit the symptoms of Mania/ Depression</p> <p>Assess possible risk of harm to self and others</p>	<p>The student should be able to:</p> <p>Take Consent for History, Physical Examination and MSE with empathy</p> <p>Provide informational care to the patient and the family with sensitivity</p> <p>Establish rapport with sensitivity and psycho educate the patient and the care giver about the course and prognosis of illness</p>		✓		✓		✓			Professor Asad Tamizuddin Nizami Dr Muhammad Azeem Rao Dr Zona Tahir
Day 8	Thursday	Approach to a patient of Suicide/Deliberate Self Harm	<p>The student should be able to:</p> <p>Identify the common presentations of incomplete suicide and deliberate self-harm</p> <p>Discuss the etiology in terms of bio-psycho-social factors</p> <p>Enlist differential diagnosis with rationale and devise a management plan</p>	<p>The student should be able to:</p> <p>Conduct a safe interview with non-confrontational questioning</p> <p>Elicit the history of deliberate self-harm</p> <p>Assess possible risk of harm to self and others</p>	<p>The student should be able to:</p> <p>Take Consent for History, Physical Examination and MSE with empathy</p> <p>Provide informational care to the patient and the family with sensitivity</p> <p>Establish rapport with sensitivity and psycho educate the patient and the care giver about the course and prognosis of illness</p>		✓	✓		✓		✓	History taking in the ward Case based discussions Case Presentations	Professor Asad Tamizuddin Nizami Dr Sadia Yasir Dr Mehboob Ali Shah

Day 9	Monday	Approach to a patient of psychosis / Schizophrenia	<p>The student should be able to:</p> <p>Discuss the diagnostic criteria of Schizophrenia</p> <p>Identify the risk factors causing Schizophrenia and other psychotic disorders</p> <p>Enlist differential diagnosis with rationale and devise a management plan</p>	<p>The student should be able to:</p> <p>Conduct supervised interview with non-confrontational questioning.</p> <p>Elicit relevant psychopathology (Delusions, Hallucinations)</p> <p>Assess the possible risk of harm to self and others.</p>	<p>The student should be:</p> <p>Take Consent for History, Physical Examination and MSE with empathy</p> <p>Provide informational care to the patient and the family with sensitivity</p>		√	√		√	√		History taking in the ward	Professor Asad Tamizuddin Nizami
													Case based discussions	Dr Mahmood Ali Khan
													Case Presentations	Dr Azfar Maqsood
Day 10	Tuesday	Approach to a patient of Substance Use disorders	<p>The student should be:</p> <p>Familiar with common substances of abuse and appreciate the growing burden of disease.</p> <p>Understand the concept of dependence / withdrawal / intoxication</p>	<p>The student should be:</p> <p>Obtain relevant history and elicit relevant psychopathology in the patient</p> <p>Assess motivation</p> <p>Assess risk / complications</p>	<p>The student should be:</p> <p>Take Consent for History, Physical Examination and MSE with empathy</p> <p>Provide informational care to the patient and the family with sensitivity</p> <p>Establish rapport with sensitivity and psycho educate the patient and the care giver about the course and prognosis of illness</p>		√	√		√	√		History taking in the ward	Professor Asad Tamizuddin Nizami
													Case based discussions	Dr Muhamad Kashif
													Case Presentations	Dr Sara Afzal

Day 11	Wednesday	Approach to a patient of Dementia	<p>The student should be able to:</p> <p>Classify dementia and causes of dementia</p> <p>Enlist differential diagnosis with rationale</p> <p>Discuss the brief management plan</p>	<p>The student should be able to:</p> <p>Be able to elicit characteristic symptoms and signs of dementia</p> <p>Perform relevant mental state examination</p> <p>Elicit risk of harm to self</p> <p>Management of dementia</p>	<p>The student should be able to:</p> <p>Take Consent for History, Physical Examination and MSE with empathy</p> <p>Provide informational care to the patient and the family with sensitivity</p> <p>Establish rapport with sensitivity and psycho educate the patient and the care giver about the course and prognosis of illness</p>		√	√		√	√		<p>Case observation in OPD and Ward</p> <p>Case based discussions</p> <p>SGD</p> <p>Ward Rounds</p> <p>Case Presentations</p>	<p>Professor Asad Tamizuddin Nizami</p> <p>Dr Muhammad Azeem Rao</p> <p>Dr Zona Tahir</p>
Day 12	Thursday	Ward Test	<p>MCQs, SEQ, SAQ, EMQ & OSCE</p> <p>Evaluation (MCQs, SEQ, SAQ, EMQ & OSCE + Case histories + Attendance+ Signature of Logbook) and Feedback</p> <p>Submission of histories should be done before taking the ward tes</p>											

Asad Tamizuddin Nizami

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